



## Global Leadership for Sustainability

MGMT 5309 Online

Spring 2021

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Dr. Jody Fry  
**Office:** 217M Founders Hall  
**Email:** Please use Canvas email. Use my TAMUCT email only when Canvas is not available: [lwfry@tamuct.edu](mailto:lwfry@tamuct.edu)

**Office Admin:** Melanie Mason 254-519-5437.

**Phone:** I am often away from my office. The best way to contact me to receive a timely response is via Canvas email which I check often during weekdays.

**Office Hours:** By appointment only (can usually schedule a Zoom call the same day).

### Mode of instruction and course commitment:

This online course utilizes the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site.

*Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. This graduate course is extremely time intensive. Be sure you are ready and willing to meet these time and workload challenges.*

**Student-instructor interaction:** I am accessible mainly through Canvas messaging, which I check several times a day during the week and usually at least once on weekends. I will get back to you within 24 hours during the week and within 36 hours on the weekend.

**Online Office Hours:** Most mornings I will be at my computer and available for rapid messaging response. I also encourage students to interact with me to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to speak by phone, please email me with your phone number and best times to call. If you wish to access the course web conferencing room (WebEx, Zoom) during office hours, please send me a message and we can interact that way (includes video, voice and chat).

### WARRIOR SHIELD

#### Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the

ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **COURSE INFORMATION**

### **Course Overview and Description.**

This course is the integrating capstone course for the MS One Planet Leadership program. Examines and both mainstream and emerging theories and approaches to leadership, including models of leadership for sustainability and developing the global mindset necessary for flourishing enterprises to maximize the triple bottom line. Applies leadership principles and models to varied organizational situations with a primary focus on developing leaders who can effectively deal with the economic, social, and environmental challenges global leaders face in today's volatile and chaotic business climate.

Prerequisite(s): Students must have completed or be currently enrolled in the core courses for the program, MGTK 501, MGTK 508, & MGTK 568, or instructor approval.

**Course Learning Outcomes (CLOs):**

At the conclusion of the course the student will be able to:

1. Understand historical and mainstream perspectives of leadership and leadership for sustainability.
2. Apply currently accepted leadership principles and theoretical models.
3. Understand the importance of stakeholder engagement for effective leadership for sustainability.
4. Formulate and evaluate courses of action to address complex leadership issues from a triple bottom line, sustainability perspective.
5. Discuss the role of spirituality and individual, team, organizational and system level reflective practices for leadership for sustainability.
6. Develop, lead, and implement an enterprise-wide sustainability initiative.

**Required Reading and Textbook(s):**

TEXTS:

Lazo, C. & Brown, J. (2014). *Flourishing Enterprise: The New Spirit of Business*. Stanford, CA: Stanford University Press  
**ISBN: 978-0-8047-8913-4**

Richard L. Daft (2018). *The Leadership Experience* (7th edition). Mason, OH: Cengage South-Western. Including MindTap Management, 1 term (6 months) Printed Access Card for **Daft's *The Leadership Experience*, 7<sup>th</sup> edition**  
**ISBN: 978-1-33710-231-5**

REFERENCE: American Psychological Association. (2009). Publication Manual of American Psychological Association (6<sup>th</sup> ed.). Washington, D.C

**COURSE REQUIREMENTS**

**All exam and assignment due dates are given in the Course Syllabus link.**

**Syllabus Changes:** Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name Students will be advised via a Course Message and Announcements.

**Posting of Grades:** All grades will be posted in Canvas Grade book so that you can monitor your course status.

**Grading Policy:** All graded assignments will be graded and returned within one week of submission.

**Late Submissions:** Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days unless arrangements are made before the due date.

**Important University Dates/Academic Calendar:**

<https://www.tamuct.edu/registrar/academic-calendar.html>

### **1. Course Profile/Agreement: (10 Points):**

This form, which is found in the Assignments course link, outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of an online graduate student. Be sure to read the Syllabus fully and tour the course web site prior to signing and submitting this form. Should you have questions post it to the "Course Q&A" Discussion Board and Dr. Fry will respond. This Profile/Course Agreement is due at the end of the first week of class. *See the Syllabus link in the course menu for the due date. No late submissions will be accepted.*

### **2. Introductory Discussion Forum (40 Points):**

Your first post to this Forum should include: 1) What degree you are pursuing, 2) what point are in your studies, 3) your current and past work experience, 4) what you hope to learn in this class, 5) what you are looking for in a team, 5) what you would bring to a team, and 6) a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 20 points of your grade is based on this initial posting of at least 2 full paragraphs containing all the information listed above.

The additional 20 points is based on responses to at least 2 of your colleagues (10 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class and expectations of a team.

*Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. See the Syllabus course link in Canvas for the due dates.*

**Course Q&A, and Case Analysis Outline Discussion Forums:** As an additional interaction tool, I have set up discussion boards within the course web site for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix A. Please use these forums to ask questions which other students would also benefit from the Professor's response. For questions of a personal or individual nature, use Canvas messaging.

### **3. Chapter Exams (3 @ 40 points each = 120 Points): CLO 1**

There will be three examinations that cover *The Leadership Experience* text material. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exams will be open-book and open-notes. However, given the time limitations you will only have time to consult notes for a few questions so you must study and be familiar with the material. You only get one attempt at each exam. *Due dates for your exams are given in the course Syllabus link.* Make ups are only for those people who missed the exam with legitimate and documentable excuses (not being prepared is not a legitimate excuse for not taking an exam during its regularly scheduled time). **Make ups will be give the weekend following the scheduled exam. If you miss that exam there will be one last chance to take it the last week of the semester.**

For help in how to prepare for objective exams see:

<http://people.uwec.edu/ivogeler/multiple.htm>

<http://www.houghton.edu/academics/academic-resources/center-for-academic-success-and-advising/study-advisement/test-taking/multiple-choice-and-truefalse-tests/>

Most exams will be available over a 72 hour period (e.g., Friday 8:00 AM – Sunday, 11:59 PM). Exams will be timed and, once started, must be completed.

**4. Leadership Competency Journal (12 @ 10 Points = 120 Points): CLOs 1 & 2** Each chapter in the text has self-assessment exercises and case studies. The Leadership Competency Journal is where you should demonstrate that you have mastered and can apply course concepts.

For “Case Studies,” read the case and then answer the questions at the end of the case be sure and apply the relevant course concepts as appropriate. Be sure and also include the Case Questions in bold along with your answers.

For “Exercises” be sure that you discuss what you have learned about you. You are not required to duplicate or copy each exercise, just read and comply with the instructions for that particular exercise. Be sure and give your score for each exercise as part of your discussion. Also be sure and apply relevant course concepts as appropriate.

A well thought out and complete response to each case/exercise applies concepts from the text to fully support your analysis. Expected length for responses is at least 200 words.

**Sustainability Discussion Forums (2 @ 75 points each = 150 points) CLOs 2 & 3**

There will be two discussion forums that require you to reflect on issues related to sustainability and sustainable development as it relates to leadership for sustainability. 35 points of your grade is based on an initial posting of at least 200 words containing all the information listed above. The additional 40 points is based on responses of at least 150 words to at least 2 of your colleagues (20 points each) addressing thoughtfully their portion of their post.

Your postings/insights in the Discussion forum are based on the following:

1. Application of course concepts;
2. Ability to articulate your analysis clearly; and
3. Integration of student colleagues’ contributions and insights leading the discussion to a deeper level of understanding.

*Please note that there are separate deadlines, one for your initial post and one for the responses to your colleagues. All posts will be graded after the second deadline. See the Course Syllabus link in Canvas for due dates.*

**5. Sustainability Leader Interview: CLOs 2,3,5**

You will be responsible for interviewing someone who has demonstrated exemplary leadership for sustainability and sustainable development. Leadership for sustainability embraces the triple bottom line. Such leaders demonstrate mindful actions and behaviors, embrace a global world-view, recognize the connection between the planet and humanity, and through personal and organizational choices effect positive environmental and social change.

See Appendix B in Your syllabus for sustainability resource links and example organizations with sustainability leaders. After you identify a sustainability leader through the links or other secondary research, you may have to find additional information concerning this leader from other sources (e.g., library resources; Google). For potential interview candidates see:

[Sustainability Directory of Organizations and Individuals in Central Texas](http://www.austintexas.gov/department/sustainability)  
[http://www.austintexas.gov/department/sustainability \(Links to an external site.\)](http://www.austintexas.gov/department/sustainability)  
<http://www.centexsustains.org/home.html>  
[http://www.austintexas.gov/department/sustainability.](http://www.austintexas.gov/department/sustainability)  
<http://austintexas.gov/department/austin-green-business-leaders>

The interviewee should be someone who you believe has developed into an effective leader for sustainability as described above and who has demonstrated positive leadership skills and behaviors; someone you consider a role model in terms of leadership for sustainability. Your interview can be with a local sustainability leader or someone who is more widely recognized as a champion for sustainability.

**A. Sustainability Leader Interview Proposal (60 Points):** You must submit a proposal in which you identify who you will be using for your Sustainability Leader Interview Project that includes why you chose them, general background information, overview of their approach to leadership for sustainability and proof (e.g., an email or simple signed form) that they have agreed to participate.

You should not pick someone who may be doing a lot of good in the community that might be classified as sustainable but has not placed sustainability center-most to their leadership. To avoid this issue, I suggest you all contact me and provide the name of the person you want to interview and why you believe they are a good candidate for this project. Also realize that you do not have to actually conduct the interview before your proposal is due. Regardless, the due date for the final interview paper is far enough out that even if you need to regroup you have the time to do so. The main thing is to keep me in the loop so that you don't get off track and waste a lot of time and effort.

**Below are the grading criteria for this assignment.**

- 1) why you choose this particular leader,
- 2) general background information,
- 3) overview of their approach to leadership for sustainability,
- 4) a list of the questions you are going to ask them, and
- 5) proof (e.g., an email or simple signed form) that they have agreed to participate

See Appendix B in Your syllabus for example organizations with sustainability leaders. After you identify a sustainability leader through the links, you may have to find additional information concerning this leader from other sources (e.g., library resources; Google).

Also see:

The [Sustainability Directory of Organizations and Individuals in Central Texas](#) , which was prepared by a former grad assistant.

<http://www.austintexas.gov/department/sustainability> (Links to an external site.)

<http://www.centexsustains.org/home.html> (Links to an external site.)

<http://austintexas.gov/department/austin-green-business-leaders> (Links to an external site.)

<https://ktmpo.org/roadway/environment-2/> (Links to an external site.)

Your proposal should be 3+ pages, single-spaced with 8 pt spacing between paragraphs. In addition, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. Any references you've found up to this point should be in APA format.

**B. Sustainability Leader Interview Paper (150 Points)**

Drawing from your Sustainability Leader Interview Proposal and applying at least three relevant sustainability course concepts/models, you are required to submit a fully developed paper that outlines your interview with this individual and what you have learned.

*Be sure and give a definition of what is a leader for sustainability from the course readings to use as a guide for your questions and subsequent write up.*

**Questions that **MIGHT** get at the four actions above include (these are only examples. Develop questions that are most appropriate for your interview):**

- What is their personal background and how did their early experiences lead them to become a leader for sustainability?
- What is their definition of sustainability? What do they consider to be the attributes or qualities necessary to be a leader for sustainability?
- Why they consider sustainability and sustainable development an important aspect of their approach to leadership?
- Are you familiar with the Sustainability Development Goals (SDGs)? How do you believe they apply to your work?
- What specific skills, experiences and training opportunities have helped them along their leadership journey? What traits do they value the most?
- Their advice to you as you continue to develop as a leader (things to become involved with, experiences to have, etc.).
- What mistakes do they see most leaders make?
- *Most importantly:* Have them describe/recount in as much detail as possible what they consider to be the greatest Sustainability leadership challenge of their career. This will become the major set of data that you will use to apply course concepts/models to explain why they are an effective leader. *This is the most important question as, without this detail, your application of course models lacks the specificity necessary to adequately illustrate its use by this leader, which is the major task in this assignment.*

***Be sure and include your interview questions, in an Appendix.***

**Grading Criteria (equally weighted):**

- Including enough biographical information to support your analysis
- Application of **at least three** relevant course leadership concepts/models, including one from chapters 4-6, 13-15 of the Daft text, one from the Flourishing Enterprise, and the Global Leadership for Sustainability Model, for assessment of this person's overall leadership for sustainability effectiveness (e.g., triple bottom line focus);
- Clarifying what you consider your leader's most significant leadership strengths, especially as they relate to a particular Sustainable Development Goal and the model you covered in above, and how these help make them an effective leader.
- Your thoughts and conclusions about what you heard/feedback you received, and how you can incorporate this into your future leadership development to make YOU a more effective leader.

*The paper should be 5+ pages, single-spaced with 8 pt spacing between paragraphs. In addition, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format.*

## **6. Leadership for Sustainability Initiative Simulation (150 Points): CLOs 2-4, 6**

In this single-player simulation, students play one of two roles at a sunglass-manufacturing firm and face the challenges associated with implementing an organization-wide environmental sustainability initiative. The initiative seeks to change raw material inputs in order to make the company's products more "green," and also to address environmental waste issues. The simulation includes four scenarios with different combinations of two important factors for creating change: the relative power of the leader as a change

agent for sustainability and the relative urgency associated with the change initiative. In each scenario, students choose among different change levers in an attempt to persuade key members of the organization to adopt the change initiative. Students are assessed on their ability to achieve the greatest percentage of adopters within the company while simultaneously using the fewest resources.

Students will get one trial run using the CEO, urgent scenario to familiarize themselves with the game rules and mechanics. They will then complete four scenarios (CEO/Urgent; CEO/Not urgent; Director Product Innovation/ Urgent, Director Product Innovation/ Not urgent) with two runs for each scenario.

You will then conduct an analysis of each scenario, using no more than 3 page single-spaced pages with appropriate headings and subheadings and 8 pt spacing between paragraphs. It should detail:

1) The results you achieved in terms of number of adopters for each run and the efficiency ratio. If you reached the critical mass for adoption give the number of weeks it took to do so. (50% of your grade)

If you didn't reach the critical mass for adoption the first run, detail the rationale for any changes in strategy and the tactics you used for the next run.

2) The leadership models you relied on to make your choices (e.g., A Concept/Model from Leading Change in Ch 15 or from Shaping Culture and Values in Ch 14) in your most successful run. One way to approach this would be to identify a concept model for each decision lever. Then use these to explain why you succeeded or failed to achieve the critical mass for adoption of the sustainability initiative. (25% of your grade).

For example what concept/models in the Daft's Leadership Experience text or the Flourishing Enterprise book would be relevant for the clarify organizational values change lever that would explain the successful (or unsuccessful) use of this lever.

3) *Finally, write a no more than 3 page summary/analysis of your overall success in the game and, what you learned, and how you will take these lessons forward as you graduate and launch the next chapter of your career. (25 % of your grade).*

***No late submissions are allowed for this assignment unless arrangements are made before the due date.***

## **7. Leadership for Sustainability Team Case Analysis Paper Part 1: CLOs 2-4**

For this project, teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development.

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with. **For example sustainability organizations you might choose to study see appendix B.:**

**A. Leadership for Sustainability Case Analysis Part 1 (100 points):** Decide on a company and its leader you want to research extensively for your final case assignment. Use Appendix B or library resources to find credible company information. Business Source Complete, ABI



Inform, Wall Street Journal, Lexus/Nexus and Regional Business News are good places to start your search. Be sure there is enough publicly published information about the company to pull together a well-written, in-depth case analysis. There is also a librarian assigned to help COBA students with their research so be sure and check this out too. As much as possible, relate your organization's sustainability initiatives to the UN Sustainability Development Goals.

Your paper should be 3-5 pages, single-spaced with 8 pt spacing between paragraphs. *It should include a detailed introduction of the organization and leader and the first two sections of Case Analysis Outline in Appendix A.* In addition to the 3-5 pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. **The works cited page and citations should be in APA format, including at least 8 credible references (include 4 references that are not web pages).**

Be sure and cover section 2 of the outline, which includes a summary of the issues you surfaced in the situation analysis and the management question. All references should be cited in the body of the paper. References must be in proper APA format (use the CANVAS library links for sources and APA format). Submit your proposal through the Syllabus link, which will also give its due date.

After you receive the graded paper feel free schedule a meeting with Dr. Fry to receive feedback and discuss any revisions that are necessary as Part 1 will be included in the Leadership for Sustainability Case Analysis Paper Part 2.

#### **B. Leadership for Sustainability Team Case Analysis Part 2 (100 points):**

The analysis of the company, the format of the report, and its grading will follow sections 1-6 of the Case Analysis Outline in Appendix A.

*It is incumbent on you to write up enough detail on the organization so that I can follow the application of course concepts/models to the case situation. A general rule of thumb is that the case situation write up should comprise about 50% of your paper.*

*Your submission should also include your previous Leadership for Sustainability Part 1 analysis, which should be revised based on my comments.*

**For the Leadership Analysis in section 3, be sure and apply:**

1. The Global Leadership for Sustainability Model.
2. The extent to which your organization is a Flourishing Enterprise.
3. One relevant model from chapters 4-6, 13-15 from The Leadership Experience text.

*Your submission should be 8+ pages, single-spaced with 8 pt spacing between paragraphs. In addition to the 8+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format. The analysis of the company, the format of the report, and its grading will follow that of the Case Analysis Outline in Appendix A.*

**Include at least 15 references, seven of which must not be web pages. Make sure that every citation in your references is cited in the body of your paper. Multiple citations from the same web site only count as one citation toward the fifteen-reference requirement.**

*Be sure and take advantage of the library links in the course menu AND the business librarian, who is at your disposal for help on this project. It is not sufficient to use “googling” to find sources for this paper; you must use the library databases to find credible business press sources. Submit your Final Team Project through the assignments link, which will also give its due date (last Wednesday of the semester).*

**No late submissions will be accepted.**

**Grading Criteria Rubric and Conversion:**

Grades will be calculated as follows:

LETTERGRADE	EQUALS	FROM	TO
“A”	==	900	1000
“B”	==	800	899
“C”	==	700	799
“D”	==	600	699
“F”	==	Below	600

  

Activity	Possible Points
Course Profile Agreement	10
Introductory Discussion Forum	40
Chapter Exams (3 @ 40 Points each)	120
Leadership Competency Journal (12 @ 10 Points each)	120
Sustainability Leader Interview Proposal	60
Sustainability Leader Interview Paper	150
Leadership for Sustainability Discussion Forums (2 @ 75 Pts each)	150
Leadership Sustainability Initiative Simulation	150
Leadership for Sustainability Case Analysis Part 1	100
Leadership for Sustainability Case Analysis Part 2	100
<b>TOTAL</b>	<b>1000</b>

**NOTE #1: Extra Credit:** There is no extra credit in this course.

**NOTE #2: Requests for Incomplete Grades:** Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of ‘K’ on transcripts and grade reports to identify incomplete grades.

**NOTE#3:** Questions concerning one’s grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

**Note #4 - Peer Evaluation:** All students must fill out one or more peer evaluation forms. I use this as a mechanism to determine an individual's contribution to the group's effort. If you rate a group member significantly higher or lower than the other group members, you must write down the specifics of the situation and justify your rating.

**Note #5 - Posting of Grades:** Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments will be posted within one week following the due date.

### COURSE OUTLINE AND CALENDAR

**This is an initial course schedule to give you a basic overview of course exams and assignments. However, after the first week of class, The Syllabus link in Canvas serves as the official calendar for course activities.**

*This schedule is provided as your guide to the course; students should post all deadlines to the calendar tool they find most useful. All resources (except texts) and detailed assignment instructions are posted to Modules in the Course Web Site. Readings assigned each week will be shown on the Module pages in the course web site. Weekly units begin on Monday and close the following Sunday night. Due dates are given in the Syllabus course link in Canvas. For assignments due the night of face class (noted in yellow), deadline time is 5:15 p.m.; for projects due online weeks the deadline time is 11:59 p.m.*

Dates	Unit	Subject/Readings	Assignments
1/19-1/24	1	Introduction  What Does It Mean To Be a Leader	<p style="text-align: center;"><b>See Canvas Assignments Link for Due Dates</b></p> Read Course Syllabus Go over material on the Start Here and the Orientation Module <b>Daft:</b> Read Ch 1 What Does It Mean To Be a Leader <b>LCJ Case Ch 1:</b> Sales Engineering Division  <b>Profile Agreement Due.</b>
1/25-1/31	2	Creating Vision and Strategic Direction	<b>Daft:</b> Read Ch 13 Creating Vision and Strategic Direction  <b>LCJ Exercise 13.3:</b> Your Strategy Style  <b>Introductory Discussion Forum 1<sup>st</sup> Post.</b>

2/1-2/7	3	Shaping Culture and Values	<p><b>Daft:</b> Read Ch 14 Shaping Culture and Values</p> <p><b>LCJ Exercise 14.2:</b> Culture Preference Inventory</p> <p><b>Introductory Discussion Forum 2nd Post. See Syllabus course link for due date.</b></p> <p><b>Team Assignments Posted</b></p>
2/8-2/14	4	Leading Change  Overview of Sustainability and the Sustainable Development goals	<p><b>Daft:</b> Read Ch 15 Leading Change</p> <p><b>LCJ Case Ch 15:</b> Riverside Pediatrics Associates</p> <p><b>Review Sustainability Resources as Background for Sustainability Leader Interview Proposal (Due 3/3)</b></p> <p><b>Exam 1 (Chs 1, 13, 14, 15)</b></p>
2/15-2/21	5	The Leader as an Individual  Leadership Communication	<p><b>Daft:</b> Read Ch 4 The Leader as an Individual</p> <p><b>LCJ Case Ch 4:</b> Environmental Designs International</p> <p><b>Daft:</b> Read Ch 9 Leadership Communication</p> <p><b>LCJ Exercise 9.2:</b> Listening and Answering Questions</p>
2/22-2/28	6	Leadership Mind and Heart.  Courage and Moral Leadership	<p><b>Daft:</b> Read Ch 5 Leadership Mind and Emotion</p> <p><b>LCJ Case Exercise 5.2:</b> Emotional Intelligence</p> <p><b>Daft:</b> Read Ch 6 Courage and Moral Leadership</p> <p><b>LCJ Case Ch 6:</b> What Should I say?</p> <p><b>Exam 2 (Chs 4, 9, 5, 6)</b></p>

3/1-3/7	7	Followership  Leading Teams	<b>Daft:</b> Read Ch 7 Followership  <b>LCJ Case Ch 7:</b> Waiting for Clearance  <b>Daft:</b> Read Ch 10 Leading Teams  <b>LCJ Exercise 10.2:</b> Are You a Contributing Team Member  <b>Sustainability Leader Interview Proposal Due.</b>
3/8-3/14	8	Motivation and Empowerment  Leadership Power and Influence	<b>Daft:</b> Read Ch 8 Motivation and Empowerment  <b>LCJ Case Ch 8:</b> Sunspots  <b>Daft:</b> Read Ch 12 Leadership Power and Influence  <b>LCJ Exercise 12.3:</b> Your Leadership Orientation  <b>Exam 3 (Chs 7, 10, 8, 12)</b>
3/15-3/21		SPRING BREAK !!!	
3/22-3/28	9	Prepare for Leadership for Sustainability Project Analysis  Global Leadership for Sustainability  Introduction to the Flourishing Enterprise	Review Case Analysis Resources on applying the Case Analysis Outline for Leadership for Sustainability Case Analysis  <b>Read:</b> Global Leadership for Sustainability  <b>FE:</b> Read Forward & The Odyssey of this Book (pps 179-190) <b>FE:</b> Read Ch 1 From Sustainability to Flourishing <b>FE:</b> Read Ch 2 Why This? Why Now?
3/29-4/4	10	Global Mindset for Sustainability	<b>Read:</b> Towards a theory of being-centered leadership: Multiple levels of being as context for effective leadership <b>Read:</b> Cultivating a Global Mindset Through Being-Centered Leadership  <b>Leadership for Sustainability Discussion Forum 1 1<sup>st</sup> Post Due</b>  <b>Leadership for Sustainability Individual Case Analysis Part 1 Due</b>

4/5-4/11	11	Global Leadership for Sustainability Work shop  Sustainability Initiative Simulation	Conduct Global Leadership for Sustainability Workshop  <b>Introduction to Sustainability Initiative Simulation</b>  <b>Leadership for Sustainability Discussion Forum 1 2nd Post Due</b>
4/12-4/18	12	Flourishing Enterprise Chs 3, 4 & 5	<b>FE:</b> Read Ch 3 The Roots of Flourishing (pps 35-55) <b>FE:</b> Read Ch 4 Introduction to Reflective Practices <b>FE:</b> Read Ch 5 Foundational, Individual Practices  <b>Prepare for Discussion:</b> a. Your Personal Values Assessment b. The Barrett Model as it relates to FE Chs 4 & 5  <b>Sustainability Leader Interview Paper</b>  <b>Leadership for Sustainability Discussion Forum 2 1st Post Due</b>
4/19-4/25	13	Team and Organizational Practices for the Flourishing Enterprise  System-Level Practices for a Flourishing Enterprise	<b>FE:</b> Read Ch 6 Team and Organizational Practices  <b>FE:</b> Read Ch 7 System-Level Practices <b>FE:</b> Read Ch 8 Conclusion: The Path Forward  <b>Leadership for Sustainability Discussion Forum 2 2nd Post Due</b>
4/26-5/2	14	Sustainability Mindset  Sustainability Leader Interview Reports Sustainability Mindset Workshop  Present Sustainability Leader Interview Papers	<b>Read:</b> Assigned articles on Sustainability Mindset <b>View Videos:</b> Sustainability Mindset Conduct Sustainability Mindset Workshop  <b>Leadership simulation reflection Papers Due.</b>
5/3-5/12	15		<b>Leadership for Sustainability Case Analysis Part 2 Due</b>

## CLASS POLICIES

### Classroom Policies:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **communications to me, and most importantly, communications to your class and team members.**

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.
- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can't decide you're just "not interested" in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can't just decide you don't feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed).

**Netiquette:** Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.

- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

**Continued enrollment in this course indicates agreement with these policies.**

### **PROFESSIONAL WRITING AND COMMUNICATION STANDARDS**

**Course Standards:** Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu. These key links include:

Overview library guide for citing:

<http://tamuct.libguides.com/c.php?g=206634>

Purdue Online Writing Lab for APA:

<https://owl.english.purdue.edu/owl/section/2/10/>

**University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.



Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

**University Library Services: *Information literacy*** focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. **Ms. Margaret Dawson** is the lead Business Librarian and she is available to assist you with your research. Her email is [madawson@tamuct.edu](mailto:madawson@tamuct.edu); she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

**Tutoring:** Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu) .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#). For a brief introduction to the UWC and its services see: [https://www.youtube.com/watch?v=PAIb\\_LyUqTQ&feature=youtu.be](https://www.youtube.com/watch?v=PAIb_LyUqTQ&feature=youtu.be).

In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

## UNIVERSITY PROCEDURES AND POLICIES

**Drop Policy:** If you discover that you need to drop this class, you must complete a Drop Request Form [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity:** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](#),

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

**Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) webpage

[<https://www.tamuct.edu/departments/access-inclusion>].

**Important information for Pregnant and/or Parenting Students:** Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**A Note about Sexual Violence at A&M-Central Texas:** Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

**Appendix A**  
**Management 5309**  
**Case Analysis Outline**

A significant amount of this course is centered on you learning how to apply the Case Analysis Outline given below. As stated in your syllabus. Being able to apply this case analysis process both individually and as part of a team is what distinguishes graduate from undergraduate work in management. In doing so you are required to not only learn and demonstrate your knowledge of the course basic vocabulary, you must also demonstrate that you can:

1. Take a real world situation and analyze it using three distinct approaches (vision/purpose/mission/values, stakeholder analysis, SWOT analysis) that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the 3-4 most relevant leadership concepts/models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed/implemented (an example would be Southwest Airlines), then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization remains effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these model, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Be able to draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

Be sure and review the videos I've posted in the Case Analysis Resources link that go over how to apply the above in more detail.

The bottom line in all of this is to help you develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness as you define it.

1. **Situation Analysis (25%):** Describe briefly in summary form the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. Be sure and include a:
  - A. Vision/Purpose/Mission/Values Statement  
**Identify any issues related to:**
    1. The organization not having a stated set of Vision/Purpose/ Mission/ Values.
    2. The organization not living up to its stated set of Vision/Purpose/ Mission/Values.
  - B. Stakeholder analysis:
    1. Identify key stakeholders
    2. Identify expectations for each stakeholder.
    3. **Identify any issues related to** unmet stakeholder expectations.
  - C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis  
**Identify any issues related to** your SWOT analysis. These usually have to do with weaknesses and threats

2. **Issue(s) Statement & Management Question (10%):**

A. List and briefly summarize the key issues you identified in your Situation Analysis.

B. Close this section with a *single, concise but comprehensive underlying management question* that must be answered to address the key issues from A.

3. **Leadership Analysis (35%):** Apply in-depth 3 course concepts/models, One of which must be from *The Flourishing Enterprise* text. This means that you should identify a model/concept (e.g., transformational leadership) and use it to analyze/describe what's going on in the case relative to the key issues and the management question to be addressed. If the case differs from what the model suggests or recommends, this provides evidence that the model can be useful in addressing the key issues and answering the management question.

4. **Identification and Evaluation of Alternatives (15%):**

*First restate the management question. Be sure that your chosen alternative(s) will address this question.*

Base on your Leadership Analysis, identify three or more specific, mutually exclusive options/alternatives that should be evaluated to address the issues and the underlying problem. Label each with a brief key word name that identifies the alternative, i.e., Reorganize the Division. Then develop and fully discuss the pro's and con's, and related implications of each alternative.

5. **Recommended Alternative (5%):** Suggest which of your alternatives from Part 4 you recommend be implemented and why.

6. **Implementation and Conclusion (10%):** Describe and discuss the strategic and operational issues related to implementing the recommended alternative. Include a course concept/model to follow along with a timeline for implementing it.

## Appendix B Sustainability Resources

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

The term “sustainability” has an important history. In 1983, the United Nations convened the World Commission on Environment and Development (WCED), known informally by the name of its chair, Gro Harlem Brundtland. The Brundtland Commission’s report, [\*Our Common Future\*](#) (1987), contains one of the most often cited definitions of sustainability:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social and business organizations on the environment’s ability to meet present and future needs.”

The scope of sustainability is frequently described as including three spheres – social, environmental, and economic. To use an accounting metaphor, sustainability projects must be evaluated according to a “triple bottom line” of social, environmental, and economic responsibility. A Venn diagram depicts the interdisciplinarity of sustainability as a field of inquiry:

### *The Three Spheres of Sustainability*



Below are links for of organizations committed to sustainability that you might choose for your Final Team Project.

[Network for Business Sustainability](#)

[Aim2Flourish Businesses](#)

[See SDG Online in A-Z Library Data Base](#)

[Central Texas Sustainability Directory](#) 

[2020 Change the World Companies \(53\)](#)

[2019 Sustainable Champion Award Organizations](#)

[2018 Sustainable Champion Award Organizations](#)

Social Entrepreneurs

<https://www.forbes.com/impact-30/list.html>

<https://www.investopedia.com/articles/investing/092515/10-most-successful-social-entrepreneurs.asp>

<https://consciouscompanymedia.com/social-entrepreneurship/19-social-entrepreneurs-watch-2017-2/>

<https://www.causeartist.com/black-history-month-social-entrepreneurs-of-color-making-history-through-social-innovation/>

2018 Sustainable Champion Award Organizations

<https://sustainableconnections.org/2018-sustainability-champion-awards/>

2018 Most Sustainable Corporations

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/>

Change the world Companies – Fortune Magazine (all links are the same topic)

<http://fortune.com/video/2017/09/07/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

<http://fortune.com/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

Small Businesses with a Sustainability Focus

<http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>

<https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>

<https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

Triple Bottom Line Organizations

<https://earth911.com/business-policy/triple-bottom-line-7-companies/>

<http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>

<https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>

<https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

Conscious capitalism Organizations

<https://www.consciouscapitalism.org/heroes>

<https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>



Example sustainability organization cases

<http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>